**K-5Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count Numbers 0-30** | | | | **Corresponding Unit Task: 1** | | |
| **Essential Question(s): What does a number represent?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Book: Ten Apples up On Top; a few real apples; apple die-cuts for each student. Paper with glued face picture for each student; glue sticks for each student.** | | **Student: apple die cuts; paper with face; glue sticks.** | | | **count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:K.CC.2 , K.CC.3 (power standards); K.CC.1** | | | | | |
| **I Can Statement(s): I can count objects by ones to ten.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher holds small apples in her hand. How do I find out how many apples I have? (Count them). Let’s count them together. We are going to read a counting book about apples next. | | | | | |
| **Teacher Directed: Teacher reads Ten Apples Up on Top. We are going to read the story again. This time, I will call on some of you to help count the apples in the book as we read.** | | | | | |
| **Guided Practice: Now I am going to give you some apples. You will not all have the same amount of apples. Count your apples. When you are done counting, raise your hand. I will call on your to tell me how many apples you think you have. (Check to make sure they counted correctly).** | | | | | |
| **Independent Practice: Take your apples to your seat. You will find a piece of paper at your seat. Your paper has a picture of you at the bottom. Place the apples on top of your head, just like we saw in the book. Raise your hand when you have finished doing this. The teacher will walk around and ask students how many apples they have. Teacher will write the number of apples on their paper. Children will be given a glue stick to glue the apples down after the teacher has checked their work.** | | | | | |
| **Closing/Summarizing Strategy: Each child shares their finished work at the carpet. The teacher writes the number of apples each child has on the board as they share.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students that are able, can write the number of apples on their own paper. | | | Teacher helps student count their apples and writes the number on the paper for him/her. | | | Teacher helps student count their apples and writes the number on the paper for him/her. |
| **Assessment(s): Informally assess to see if child can count out how many objects he/she has.** | | | | | | |
| **Teacher Reflection:** (Next steps?)After students model that they can count out objects to ten, begin tracing numbers to 10. | | | | | | |